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ABSTRACT

This guide is intended to be a resource for teachers of the newly arrived Hispanic immigrant child. The number of children who enter U.S. schools without knowledge of English or whose first language is Spanish is growing and will continue to grow. Teachers will need to meet the challenge of educating students whose native language is not English and whose lack of proficiency in the English language presents a barrier to learning. Hispanic culture is family-oriented and allocentric, with high values given to politeness and formality. To illustrate specific countries of origin of Hispanic immigrant students, the economic and political conditions of six Latin American countries are described along with their literacy rates, educational systems, and unique customs. Differences between Spanish and English pronunciation and grammar are summarized to help the teacher understand why students are making specific errors how they can be helped to correct them. A brief classroom guide to Spanish for the teacher is provided with vocabulary and simple phrases. (Contains 17 references.) (JLS)

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BIENVENIDO MEANS WELCOME...

a guide for the teacher of Latino students

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Providing Support for the Latino Child *ASCD New Orleans, 1996*

Presenter : Carol Burris, Lawrence High School, Cedarhurst N.Y.

Statistical profile and projections:

- Nearly one in every six students will be Latino in the year 2000. In 1980, 1 in 10 were Latino.

- Since 1980 the Latino population has grown about 5 times faster than the non-Latino population.
  Total U.S. population growth rate--9.5%
  Non-Latino population growth rate--7.5%
  Latino population growth rate--38.9%

- The median age of U.S. Hispanics is 25.9. Hispanics are the youngest major U.S. population group. The median age for non-Hispanics is 33.2 years. (Blacks - 27.3, Whites 33.1)

- 40% of Hispanics over the age of 24 are not enrolled in a high school or GED program and do not have a diploma.

- 10% of Hispanics 25 years of age and older have completed four years of college. (21% of White population)

- 56% of Hispanics are functionally illiterate in English. (White 16%, Black 44%)

- By age 17, 20% of Latino students have left school without a diploma.

- By 19, 30% are gone without a diploma.

- 22.6% of Latino students have been retained at least once.

- 15.2% have repeated two or more grades.

- The status dropout rate (16-24 year olds with no diploma and not in school) is 31%.

Source: Hispanic Education, a Statistical Portrait
National Council of La Raza, 810 First St. N.E. Suite 300 Washington, D. C. 20002

Bienvenido Means Welcome...

a guide for the teacher of Hispanic students

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Ten years ago when I began watching Spanish television I was always surprised by how different the commercials were. Most of the advertisers were tiny local businesses or sellers of products such as herbs and charms of dubious benefit to the consumer. National advertisers were rare and limited to companies such as Goya foods or travel agencies. In 1995, advertising on Spanish television has radically changed. Every major American company from Mc Donald's to Ford Motor Company now air expensively produced commercials in Spanish.

The reason for the change is obvious. The number of Americans whose primary language is Spanish has grown to such an extent that advertisers realized the foolishness of ignoring this vastly expanding market. According the US Census, in 1988 10% of the population was Hispanic. In the year 2050, it is predicted that 25% of the population will be Hispanic. The number of Spanish speakers both monolingual and bilingual is estimated to reach 16.6 million by the year 2001.

While all numerical predictions are estimates there is one undeniable fact. The number of children who enter our schools without knowledge of English or whose first language is Spanish is growing and will continue to grow. Immigration from South and Central America is and will remain high. A majority of these immigrants are children and young adults of child-bearing years. Teachers will need to meet the challenge of educating students whose native language is not English and whose lack of proficiency in the English language will present, to varying degrees, a barrier to learning.

This guide is intended to be a resource to teachers as they seek to meet the needs of the newly arrived Hispanic immigrant child. It is not grounded in a particular political or social philosophy, nor does it seek to enter the debate of Bilingual versus ESL Education. It simply exists to help children and teachers communicate with one another when they first meet in the classroom. It is intended to help ease the pain of the uprooted child and lower the frustration of the caring teacher.

Carol Burns

SOMOS UNO.....

What does it mean to be Hispanic? The very definition of the term has confounded those who seek to define it. Hispanic is not a race. Most Hispanics are racially mixed. Three percent of all Hispanics are black. Many are the descendants of native Indian peoples. Some Hispanics, for example the president of Peru, are of the Asian race. The majority of Hispanics from Central and South America are a blend of Indian and Spanish ancestry called "la raza". While we celebrate October 12 as Columbus Day in the United States, Latin America celebrates that date as "El día de la raza", the day in which a new race of people was born.

While most Hispanics speak Spanish, not all do. Many Hispanics in the United States speak only English. Some Argentineans speak Italian or a blend of Italian and Spanish. Most Hispanics are Catholic, but not all. In many Central American countries, Pentecostal and Evangelical Protestant religions are growing in membership.

The term Hispanic is used not only to describe a cultural identity , it is used to enhance political power as well. First used in this country for the purpose of census, it has come to be used as a "common denominator" for representative power. Rather than being seen as small groups of immigrants from a wide variety of countries, the label "Hispanic" gives the political power of numbers to people who share a common culture.

"Somos muchos, somos uno."--"We are many , we are one." This descriptive phrase in Spanish describes the ethnic label, Hispanic, in the United States. Beyond the national identities there is the commonality of cultural values that makes the "muchos", "uno". While not all Hispanics speak Spanish—most do. Sixty-three percent of Hispanics speak Spanish at home; twenty-five per cent speak little or no English. In addition to language commonalties, there are shared beliefs regarding appropriate behaviors, values and assumptions about the world, which when looked at as a whole, help define an ethnic group.

The majority culture of the United States is individualistic in outlook and competitive in nature. Hispanic culture, in contrast, has been described as "allocentric" i.e. other-centered. There is a high level of interdependence, conformity, readiness to be influenced by others and a willingness to sacrifice for the larger group among Hispanics. This is most apparent in relationships within the family.

The family is a vitally important part of both life and identity. In fact "familialism" has been called the most prominent specific cultural value of Hispanics. The family provides a natural support system that protects the individual from physical and emotional stress. Extended families often live within the same households. There is a strong sense of family obligation with extensive interactions and visitation among family members. Grandparents are likely to remain with the family and play a significant, respected role in the life of the child.

The culture value of "simpatia" is related to both allocentrism and familialism. It emphasizes the need for behaviors that promote smooth and pleasant social relationships with an avoidance of interpersonal conflict. Politeness is extremely important and is reflected syntactically within the language itself with the use of the familiar and polite forms of "you". Simpatia extends beyond the warmth of greetings and to some extent orders the structure of society.

Hispanic culture has often been described as a "high power distance culture", i.e. there is a generally held belief among Hispanics that societies have and should have powerful individuals that should be given deference, respect and both literal and figurative distance. Power , in Hispanic culture, is based in either inherent or inherited characteristics. There are powerful groups such as the rich, the educated and the old as well as powerful professions such as lawyers or clergy. The culture is characterized by high conformity, obedience to authority and a fear of disagreeing with those in power.

The concepts of "honor" and "respeto" are also extremely important since they allow the individual to feel that his or her own personal power is being acknowledged. This concept is reinforced linguistically with the use of two forms of you "tu" for friends and family, "usted" for strangers and those in authority. To use "tu" when "usted" would be considered proper is to give unintentional (or perhaps intentional) insult. It is also customary to address individuals by title. Don and Doña are titles of respect followed by the person's first name. Señor (Mr.), Señora (Mrs.) and Señorita (Miss) may stand alone or be followed by the last name. In addition, a profession may also be used to address an individual: doctor, profesora (teacher), ingeniero (engineer).

On the other hand, maintaining physical distance can be perceived as being cold or aloof. Between friends a shorter physical space is expected as well as hugs and kisses on the cheek when greeting.

A popularly held cultural value of Hispanics is the belief that gender roles are clearly defined with a dominant role being played by the male. The common term for this phenomena is "machismo". Some believe that "machismo" is in fact a cultural characteristic of Hispanic males which leads to difficulty accepting female authority especially when being scolded around male peers. In addition, it can give rise to homophobic attitudes and extreme rejection of male homosexuality. Others believe, however, that "machismo" is not a true cultural value but rather a stereotype that has not been fully documented as an integral part of Hispanic culture.

A final cultural characteristic of Hispanic culture is a different orientation toward the concept of time. The majority culture in the United States is described as future orientated while Hispanic culture is described as present orientated. In English "time flies"; in Spanish "el reloj anda" (the clock walks). Hispanics are often flexible regarding punctuality, most especially for social occasions. To be highly efficient and conscious of time is considered impolite.

Somos muchos.....

When working with Hispanic immigrant children it is important to remember that each child has a national identity and history based on his or her country of origin. Immigrant children do not think of themselves as Hispanic but rather Salvadoran, Peruvian or Dominican. They are often baffled that their nationality is not acknowledged by their classmates and that all Hispanic immigrants are perceived as belonging to one group. As one student confided, "I don't understand why the American kids think we are all Puerto Rican. It hurts me."

This section will provide information on the three Central American and the three South American countries from which the largest number of immigrants come to this part of Long Island. I will highlight areas that I believe would be most helpful to the teacher in understanding the living conditions and culture of each country.

Since the main motivations for emigration from Latin American countries are economic and political, I will give short summaries of the present economic conditions and governments of each of the six countries. I will include the leading causes of death, which I believe provide powerful insight into living conditions.

In addition, I provide information regarding literacy rates, systems of education and customs particular to each country. Since literacy rates for each country vary within a narrow range depending on the source, I try to give the most recent and frequently occurring rates available.

EL SALVADOR

- Political system—unstable. The country endured a 12 year Civil War which ended with a peace settlement in December of 1992. Most observers of El Salvador believe that the war ended only in name, with retributions being engaged in by both sides.

- Economy—weak. The unemployment rate is at 30%. Inflation is 20% . El Salvador has one of the weakest economies in Latin America with 40% of the people employed in agriculture. An elite of 2% own 60% of the land. The proportion of the population considered to be middle class is only 8%.

- Education—literacy rate 65%. The free school system is composed of 1 year of preschool, 9 years of basic education and 3 years of secondary education. Only 34% of students reach grade 9 and 15% reach grade 12.

- Leading causes of death—diarrhea diseases, influenza and respiratory ailments. About 50% of the children under five suffer from at least first degree malnutrition.

- Special cultural notes—Politeness is very important. Men stand when women enter the room or leave the table. First names are used only with close acquaintances. With all others titles are used. During conversations one stands close.

NICARAGUA

- Political system—considerable unrest. In recent history a Marxist government controlled Nicaragua. In 1988 President Ortega committed Nicaragua to democracy and the opposition party based on democratic rule took control in 1990.

- Economy—poor with 44% of the population engaged in subsistence farming or agriculture. The early 1990's saw negligible economic growth and 40% unemployment.

- Education—literacy rate 87%. Education improved considerably under the Sandanista government. There is mandatory free schooling between the ages of 6 and 13.

- Leading causes of death—Violent deaths caused by accidents and homicide. While health standards have increased, malnutrition and tropical diseases still affect the population.

- Special cultural notes—the concept of honor is very important and will be defended vigorously. Personal criticism is taken seriously and should be avoided. Power is highly valued and is therefore sought. Machismo is very prevalent in the rural areas although under the Sandanista rule, women were given a greater role in society.

GUATEMALA

- Political system—a republic dominated by the Guatemalan army. Civil wars have occurred for decades. Executive authority rests with the President.

- Economy—the most unequal structure of land ownership and income distribution in Latin America. An elite of 1% (50 families) control the country's financial resources. The middle class is 20% of the population. The situation of the poorest has worsened.

- Education—literacy rate of 50%. It is ranked lowest in percent of GNP devoted to education in Central America. The school system is composed of 2 years of non-compulsory pre-primary education, compulsory 6 years of primary education and 6 years of secondary education.

- Leading causes of death—diarrheal diseases, influenza, respiratory ailments and measles. In addition there are severe nutritional deficiencies among the young. There is a relatively low life expectancy.

- Special cultural notes—For the Guatemalan, eye contact is extremely important. Personal honor is vigorously defended. Personal criticism is taken seroiusly and should be avoided. Rules of etiquette are very important.

PERU

- Political System–Peruvians elect a president who serves a five year term. While in the past a Legislature has existed, in 1992 the legislature was dissolved by President Alberto Fujimori. An active Maoist group called the Shining Path support themselves by protecting drug traffickers and in some areas are so strong that they, not the government, are the providers of school and medical services.

- Economy—the economy of Peru is strained. Revenues from illegal exports exceed revenues from legal exports. Inflation is over 60% and the portion of the population that is underemployed or unemployed is over 50%. Peru does have the potential for a strong economy with valuable natural resources and a wide economic base.

- Education—literacy rate is 85%. There is a free system of education with six compulsory years of attendance. Primary school is six years, followed by three years of lower secondary school and three years of upper secondary school. Due to large class sizes, 13% of students go to private school.

- Leading causes of death—pneumonia and dysentery. Many Peruvians are suspicious of health care and prefer home remedies of herbs and roots to hospital care.

- Special cultural notes—First names are used only among friends. Peruvians are strong-willed and nationalistic. Jokes about their country or culture are seen as especially insulting and rude. Jokes about lifestyle are also seen as very offensive.

COLOMBIA

- Political system—a republic with a bicameral Congress and a President. A new constitution was instituted in 1991. The government has be plagued by the murder of its officials by drug traffickers as it seeks to destroy Colombia's drug cartels.

- Economy—During the 80's it was described as dynamic with coffee being the leading export. However, the economy suffers from the activities of international drug traffickers. The illegal trade in drugs exceeds legal exports which threatens the stability of Colombia.

- Education-has grown at an explosive rate since the 1960's. The literacy rate is 94%. Government funding for education has increase fivefold between 1966 and 1986. Education in Colombia, however, is stratified. There is disparity between upper-class education, which is academic, and lower class education, which is vocational. Boys and girls often attend separate schools.

- Leading causes of death—For children the leading causes are digestive disorders. Malaria and Yellow Fever still pose a danger in rural areas. For adults the leading causes are homicide and violence.

- Special cultural notes—A high value is place on smiling and courtesy. In addition a high priority is place on physical appearance. Men in urban areas wear suits and ties and women wear dresses.

ECUADOR

- Political system—A republic with a civilian government. National elections have been held since 1979. There has been a commitment to democracy with a stable political system since 1979.

- Economy—One third of the economy is agriculturally based. Ecuador has shown the beginnings of an industrial revolution. The oil industry began in the 1970's, unfortunately just before the crash in the price of oil. The industry caused a major problem with inflation.

- Education—The literacy rate is 85.5%. The system is divided into 6 years of primary education, 3 years of middle school and 3 years of secondary education. Forty-one percent of all secondary students attend private school. Both public and private institutions are controlled by the government.

- Leading causes of death—respiratory illnesses and parasitic diseases. The country still battles diseases such as Yellow Fever, Typhoid , Cholera and Polio.

- Special cultural notes—It is customary to address people by title–Senor, Senora, Ingeniero (engineer), Doctor etc. Even friends often retain the title of Don and Dona before their first names. Exaggerated hand gestures, pointing and yawning are considered highly impolite.

THE CHALLENGE OF LEARNING ENGLISH

The commonly held belief that children learn a second language more quickly and easily than adults has been proven to be a myth. Children can be even more inhibited than adults by the fear of making a mistake and are more likely to experience shyness and embarrassment around their peers.

One difficulty that arises during the learning of a second language is interference from learning transfer. As children learn a second language they seek to transfer what they know of their first language to their second language. Therefore patterns and structures of Spanish are often imposed on English.

Usually these errors disappear over time as the child hears and practices the language, but they can be puzzling to the teacher as she/he observes Hispanic students make similar errors in their writing and speech. A little knowledge of the Spanish language can go a long way in helping the teacher understand why students are making the errors they are making and how they can be helped to correct them.

Spelling Difficulties

- The Spanish alphabet does not contain the letters "**k**" or "**w**," although the sounds of those letters are in the language. The few times that the "k" and "w" appear in Spanish words are in those words taken from English such as the Spanish word kilo (kilogram) or wat (watt). To help the students make the sound of these letters draw their attention to the initial sound of the name Juan (pronounced Wan) and the initial sound of querido (pronounced kerido).

The only **doubling of letters** (either vowels or consonants) in Spanish is the double "cc" (which usually substitutes for ct in English—action -> acción), "ll" (a separate letter of the alphabet) and the double "rr". Native speakers of Spanish therefore may have a tendency to incorrectly spell English words with double letters such as moon, passion, etc. until they become used to the frequency of double letters in English.

Difficulties in pronunciation

Unlike English which is phonetically complex, Spanish is very much a "what you see is what you get language." It does not contain the complexities of silent vowels, diphthongs and other complicated rules of pronunciation and spelling. Every letter in a word is pronounced except for "h" which is silent. The silent E's of English that make preceding vowels hard will be a language concept that is totally new to the speaker and writer of Spanish.

In addition to the pronunciation difficulties mentioned above, some sounds in English pose a special challenge for the native speaker of Spanish. Either the sound does not exist in Spanish, is similar but not the same as the Spanish sound, or exists in the language but it is produced by an entirely different group of letters.

English sounds which will be completely new to most Spanish speakers are:

- **"z"** is pronounced like a soft "c" in the Spanish of the Americas. In most of Spain, it is pronounced like "th" in English. Nowhere in the language is the strong "z" sound in zipper pronounced. Therefore "zipper" may be initially pronounced as "sipper".
- "very" may initially sound like "berry". This is because the "v"is pronounced exactly the same as the Spanish "**b**". The only place where the English "v" sound is commonly used is Puerto Rico.
- "**sh**" will be a new sound.
- the strong "**j**" in jar does not exist and will need to be practiced.

Unlike English vowels. vowels in Spanish have one sound which experiences only slight variation. Vowels are quickly produced and never prolonged as in English. Especially difficult will be the following vowel sounds which do not exist at all in Spanish.

- The "**a**" in words like: bat and cat. In Spanish, "a" is pronounced as "ahh".
- The soft "**i**" in words like: hit, if and thin. In Spanish, "i" is always pronounced like the "e" in "meet". Words like "pit" might be pronounced as though they were "Pete".
- The "**o**" of pot and knot. The Spanish "o" is pronounced like the "o" in "old"
- the "**u**" of but. The "u" of Spanish is pronounced like the "oo" of spoon or moon.

It is also important to remember that the Spanish "**e**" is usually pronounced the same as the a in made.

Sounds which are similar but differ slightly are :

- The consonants "**b**", "**t**" and "**p**". While English relies on the lips and teeth to produce these sounds, in Spanish they are muted and produced with the tongue touching the back of the teeth. The Spanish speaker's pronunciation of these sounds may not be crisp and easily understood. Students will need "puffing practice", i.e., they will need to learn to follow the pronunciation of the consonants with a puff of air.
- The letter "**d**" is often pronounced like the very soft "th" sound in "bathe". English words which end in "d", therefore may end with a soft "th" sound, i.e., paid may become "paithe".
- Beginning **consonant clusters with "s"** are not allowed in Spanish. The cluster must follow the letter "e". This restriction is often imposed on English pronunciation by the Spanish speaker during initial stages of language learning. School becomes "eschool" and stop becomes "estop".

Accented syllables and word stress

Spanish language rules of word stress are highly systemic. Unless an accent mark is placed on the word (becoming an integral part of its spelling) the following rules are observed in Spanish:

- Words that end in vowels, "n" or "s" stress the second to last syllable.

- All other words stress the final syllable.

English, on the other hand, has no predictable pattern of stress or accent. Stress is individual to each word and learned as the word is learned. Therefore native Spanish speakers will often stress the wrong syllable—INteresting could be mistakenly pronounced as interestING.

Spanish syntax

Spanish syntax or rules of grammar are often in conflict with rules of English grammar and cause confusion as English is learned.

- **Spanish verbs** are more powerful than verbs in English and infer the subject of the sentence in their form. For this reason subject pronouns (I, you, he, etc.) are usually not used. Often native speakers of Spanish will leave them out or overcompensate by adding an unneeded pronoun (My mother she gave it to me.)

- The rules of **adjective usage** are very different. First, in Spanish the adjective is placed after the noun it modifies, e.g., the dress green. The beginning learner of English will from time to time, reverse the adjective and noun. Another type of interference error occurs due to the fact that Spanish adjectives agree in number and gender with the noun they modify. While gender agreement is usually not an issue, errors in number can be. A beginning student occasionally make mistakes such as "the blues pens".

- Other common errors occur in **sentences of negation**. There is no word for "not" in Spanish. Spanish simply puts the word no in front of the verb to express this concept. "I can not run" becomes "I no can run" for the beginner. Although double negatives (nobody wouldn't) are incorrect in English, this structure is correct in Spanish. Expect that in beginning learning you will hear double negatives used.

SPANISH FOR THE TEACHER

No simple guide or set of tapes can possibly make a teacher fluent in Spanish. Hispanic students have told me that they were in the United States for five years, actively learning and practicing the language, before they felt truly comfortable with English. However, there are a few phrases which can be mastered to help smooth some of the early communication difficulties that teachers and students experience in the early days of entry into an English speaking school.

I focus on what I believe is the most useful vocabulary for the teacher to know. One of the difficult things about knowing "only a little bit of Spanish", is knowing enough to make yourself understood but not enough to understand what is said in response. Therefore all queries of students were phrased to elicit simple responses, usually si (yes) or no.

The accompanying audio tape provides pronunciation practice of all vocabulary and phrases. Additional resources available to teachers which I recommend are:

Beginning Spanish for Teachers of Hispanic Students published by Barron's which includes a set of four audio tapes.

and A Bilingual Dictionary of School Terminology which includes sample letters to parents.

Publisher information about the above can be found in the bibliography.

INTRODUCTIONS AND WELCOME

Bienvenido(a) a nuestra clase!

Como te llamas?

Me llamo Senor/Senora/Senorita _____.

Soy tu maestro(a).

Hablo espanol solo un poco.

Mucho gusto en conocerte, querido(a).

Saying goodbye..

Hasta manana, mijo(a).

Hasta el lunes, mijo(a).

Que te vaya bien!

Giving praise

Gracias por tu ayuda!

Bien hecho!

Excelente!

Me gusta mucho tu trabajo.

Cultural note--terms of affection for children which are commonly used and appropriate are: querido(a), mijo(a) and mi amor. Use them generously!

Welcome to our class!

What is your name?

My name is Mr./Mrs./Miss_____

I am your teacher.

I speak only a little Spanish.

It's a pleasure meeting you, dear.

****

Until tomorrow, my child!

Until Monday my child!

Have a good day!

****

Thanks for your help!

Well done!

Excellent!

I like your work a lot.

THE SCHOOL--PEOPLE

el/la maestro(a)	the teacher
el/la profesor(a)	the teacher
el/la director(a)	the principal
el/la consejero(a)	the counselor
el/la secretaria(o)	the secretary
el/la ayudante, asistente	the aide
el/la enfermero(a)	the nurse
el/la bedel/portero(a)	the custodian
el/la bibliotecario(a)	the librarian
el/la alumno(a)	the student
el/la estudiante	the student
el/la companero(a)	the classmate

Communication –identifying people in the school.

Soy Senora Brown, la profesora. Bienvenido! I am Mrs. Brown, the teacher. Welcome!

Es Senorita Williams, la directora. This is Miss Williams, the principal.

Es Senor Jones, el consejero. This is Mr. Jones, the counselor.

THE SCHOOL-PLACES

la sala/el salón de clase. el aula	the classroom
el auditorio	the auditorium
la cafeteria	the cafeteria
el pasillo	the hall
el gimnasio	the gym
la biblioteca	the library
el cuarto de baño	the bathroom
el campo	the field
el patio de recreo	the playground
la oficina	the office
la oficina de enfermera	the nurse's office

Communication–going to places in the school

note* -"to" is **a** in Spanish. When you wish to say "to the" and the "the" word is "el", use "al".

¿Necesitas ir al cuarto de baño? Do you need to go to the bathroom?

¿Sabes dónde está el cuarto de baño? Do you know where the bathroom is?

¿Necesitas ir a la oficina? Do you need to go to the office?

¡Vamos a la cafeteria! Let's go to the cafeteria!

SCHOOL SUPPLIES AND MATERIALS

el lápiz	the pencil
la pluma, el bolígrafo, el lapicero	the pen
el libro	the book
el cuaderno	the notebook
el papel	the paper
la mochila	the knapsack
el mesabanco, el pupitre	the student desk
el pegamento	the glue
las pinturas	the paints
las tijeras	the scissors
la regla	the ruler
la brocha	the paintbrush
el borrador	the eraser
el plumon	the marker
la tiza	the chalk
la tarea, los deberes	the homework
la carpeta	the folder
el escritorio	the teacher's desk

Communication--using and caring for materials

your=tu (one object) , tus(more than one)

Saca tu lapiz, por favor. Gracias, querido(a). Take out your pencil please. Thanks dear.

Guarda tu libro en tu mesabanco, por favor. Put away your book in your desk, please.

No saques tus plumones, querido. Don't take out your markers, dear.

No guardes tus papeles. Don't put away your papers.

Traeme las tijeras, mi amor. Gracias. Bring me the scissors, love. thanks.

Lleva el pegamento a tu grupo, mijo(a). Bring the glue to your group, child.

CLASSROOM INSTRUCTIONS

Muéstrame, por favor.	Show me, please.
Levanta la mano.	Raise your hand.
Siéntate, querido.	Sit down, dear.
Saca tu _____. (object)	Get out your_____
Guarda tu _____(object)	Put away your_____
Pon los papeles en la basura.	Put the papers in the garbage.
Mira la pizarra,mijo.	Look at the board, child.

Escucha, por favor.	Listen, please..
Repite, mi amor.	Repeat. my love.
Presta atención, querido.	Pay attention, dear.
Traeme tu trabajo.	Bring me your work.
Subraya la letra (la palabra).	Underline the letter (word).
Copia las letras.	Copy the letters.
Encierra la respuesta en un círculo.	Circle your answer.
Corta el papel.	Cut the paper.
Espera un momentito.	Wait a moment.
Pasa los papeles.	Pass the papers.
Ten cuidado, amorcito(a).	Be careful, liitle love.
Quédate aquí.	Wait here.
Escribe la respuesta.	Write the answer.
Canta con nosotros.	Sing with us.
Te toca a ti.	It's your turn.

When children abruptly move from one culture to another they experience a profound "culture shock" which is often manifested in fatigue, illness, shyness and even anger. It becomes difficult for the teacher to determine **what is troubling the child**. Rather than ask a generic question such as: Que te molesta? (What is bothering you), I would suggest a series of simple si/no questions. While the following list is not exhaustive, it provides a good start.

¿Estás cansado?	Are you tired?
¿Estás enfermo(a)?	Are you sick?
¿Estás perdido(a)?	Are you lost?
¿Estás triste?	Are you sad?
¿Estas enojado(a)?	Are you angry?
¿Estás confundido(a)?	Are you confused?
¿Tienes calor?	Are you hot?
¿Tienes frío?	Are you cold?
¿Tienes sed?	Are you thirsty?
¿Tienes hambre?	Are you hungry?
¿Tienes miedo?	Are you afraid?
Pobrecito(a), lo siento.	Poor thing. I'm sorry.
Estás lastimado(a)? Enséñame.	Are you hurt? Show me.
No llores, mijo(a).	Don't cry child.
¿Te duele el estómago?	Does your stomach hurt?
¿Que te duele? Muéstrame.	What hurts? Show me.

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